# Indiana's Response to Intervention Academy

## Sustainable Leadership

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# Outcomes

Participants will:

- understand the principles of sustainable leadership.

- be able to describe how sustainability looks and/or would look like in their schools.

# Protocols

- Be fully present.
- Be respectful of others and their ideas.
- Ask questions.
- Turn off cell phones, PDAs and other electronic devices.
- Have fun!

# Weight Loss Statistics

- 46.3 Billion in 2004

- Forecast to Reach $61 Billion by 2008

- 29% of men & 44% of women trying to lose weight on any given day
  (http://health.usnews.com/usnews/health/articles/030616/16weight.htm)

- 88% of dieters would forfeit a job promotion, retirement with full pay, or a dream house to reach and maintain target weight.   (http://health.usnews.com/usnews/health/articles/030616/16weight.htm)

# Weight Loss Sustainability… Some Stats

- "…very few people become 'successful long-term losers.'" (http://www.nhlbi.nih.gov/new/press/03-07-14.htm)
- 95% gain the weight back

  (http://abcnews.go.com/Health/Fitness/story?id=3251242&page=1Only 5%)

- Only 5% sustain weight loss
  (http://www.cnn.com/2006/EDUCATION/01/31/cnnpce.fat.chance/index.html)

# What about that 5%?

Some traits of successful sustainers:

- Most eat a low-fat diet, but not a hugely restrictive one. They watch portion sizes.
- Nearly four in five eat breakfast every day of the week.
- Most are physically active, but walking is their most common form of activity and they do it for nearly an hour daily.
- They actually find pleasure in their healthier lifestyle and the liberation from constant dieting.
- It gets easier over time. After a while, the maintainers just knew what would work and what wouldn't, and it became much easier and more satisfying to do what worked.
  (http://abcnews.go.com/Health/Fitness/Story?id=3251242&page=3)
- Maintaining for 2-5 years greatly increases the chances of long-term success.
  (http://www.ncbi.nlm.nih.gov/pubmed/16002825)
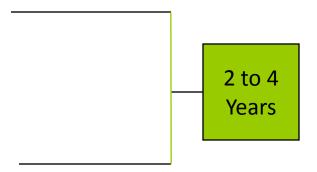
# Systems change

- Systems change takes time.
- 3 to 5 years of effort.

  (http://www.ed.gov/pubs/EdReformStudies/SysReforms/stiegel7.html)

# Stages of Implementation

### Fixsen, NIRN*

- Exploration
- Installation
- Initial Implementation
- Full Implementation
- Innovation
- Sustainability

2 to 4 Years

*Dean Fixsen, National Implementation Research Network

# Sustainability and Leadership

Pair-Share

- Turn to your partner.
- Tell him/her one thing in your school or organization you are really proud of and why it has been sustained or why it will be sustained over time.
- In your experience, what have been some barriers to sustainability?

# Sustainable Leadership

- *"The vast majority of educational change that deepens learning and allows everyone to benefit from it neither spreads nor lasts."* (Hargreaves & Fink, 2003)

- *"Most school leadership practices create temporary, localized flurries of change but little lasting or widespread improvement."* (Hargreaves & Fink, 2004)

- *"Most changes have a short half-life…few are sustained long enough to make a mark on the landscape of schooling."*  (Navigating Comprehensive School Change by Thomas G. Chenoweth, Robert B. Everhart, p. 214)

# Sustained Leadership Defined

- *"Sustainable educational leadership and improvement preserves and develops deep learning for all that spreads and lasts, in ways that do no harm to and indeed create positive benefit for others around us, now and in the future."*

   *-Andy Hargreaves & Dean Fink*

   *(Hargreaves & Fink, 2006, p. 17)*

# Sustained Leadership Defined

- *"The capacity of a system to engage in the complexities of continuous improvement consistent with deep values of human purpose."*

  *-Michael Fullan*
  *(Hargreaves & Fink, 2006, p. 17)*

# Seven Principles

# of Sustainable Leadership

(Hargreaves & Fink, 2004; Hargreaves & Fink, 2006)

# Depth

- *Sustainable Leadership Matters*
  - *"It preserves, protects, and promotes deep and broad learning for all in relationships of care for others."*
  - *Moral purpose*
  - *Goes beyond temporary gains in achievement scores to create lasting, meaningful improvements in learning.*

# Depth…An illustrative example

- "Talisman Park High School's principal reacted to a newly mandated 10th grade literacy test--which students would have to pass to graduate--by trying to shield his experienced staff from time-consuming test-related activities. He decided that the most expedient way to get good results was to concentrate on boosting the achievement of students who were likely to fall just below the passing grade. Although the strategy made the school's immediate scores look good, other students who really needed help with literacy were cast by the wayside.

- Meanwhile, the principal of neighboring, more ethnically diverse Wayvern High School responded to the mandated test by concentrating on improving literacy for all students in the long run. Teachers worked together to audit and improve their literacy practices and, with the help of parents and the community, focused for an entire month on improving literacy learning for everyone. The first-year results were not dramatic. But by the second year, the school scored above the district mean, and by the third, the school had become the district's number-two performer--well ahead of privileged Talisman Park, which had opted for the quick fix" (Hargreaves & Fink, 2004).

# Length

- Sustainable leadership lasts.
- *"It preserves and advances the most valuable aspects of learning and life over time, year upon year, from one leader to the next."*
- *Planning and preparing for succession*
- *Positive and coordinated flows of leadership that transcend time and people*

# Length…An illustrative example

- "In the early 1990s, Stewart Heights High School had been drifting for years. Its aging staff was nostalgic for its days as a 'village school' and had never accepted the challenges of its increasing urbanization and cultural diversity. The principal confessed that he did not have a particular direction or goal for the school. He just wanted to buffer his teachers from outside forces so they could concentrate on the classroom. When this principal retired, the district appointed dynamic, experienced, and somewhat abrasive Bill Matthews to replace him.

- Matthews believed strongly that students came first. He communicated clear expectations and a relentless determination to provide 'a service to kids and the community.' By the end of Matthews' third year--after the school had made curriculum changes, planned for school improvement, restructured the guidance process, and created a more-welcoming physical environment--student and parent satisfaction had increased dramatically. Suddenly, however, Matthews was promoted to a district leadership role. With leadership shortages surfacing across the district, his assistants were transferred as well.

- Into the chaos that was left behind, the district parachuted first-time principal Jim West. West would have preferred to feel his way carefully, but he and his unprepared assistants had to concentrate on implementing a newly mandated reform agenda. Within months, everything Matthews had achieved in school improvement came undone. Traditional power blocs, such as the department heads' group that had dominated before Matthews' arrival, reasserted their authority because West needed their support to ensure compliance with the mandated reforms. Like a deer in the headlights, West displayed a lack of decisiveness that led some teachers to regard him and his assistants as ineffectual. As one long-serving teacher commented, 'Nice people. Can't cope.'

- Within just three years, West was moved on. In a school that had now seen four principals in six years, the staff had become cynical." (Hargreaves & Fink, 2004)

# Breadth

- Sustainable leadership spreads.
- *"It sustains as well as depends on the leadership of others."*
- Lasting legacy comes from making certain others share and help develop the vision
- Distributive leadership…across individuals, communities, networks both vertically and horizontally

# Breadth…An illustrative example

- The founding principal of Durant, an alternative high school in a northeast U.S. city, believed that the school's original vision of fostering independent learning in real-life settings would survive only if teachers, students, and parents shared that vision. The principal emphasized dialogue and shared decision making, and the staff came to believe that "we were all administrators." Long after the principal's retirement, the teachers and other members of the school community continued to resist the standardizing policies of the district and state, holding fast to their founding vision by seeking waivers for their distinctive program.

- Durant's neighbor, Sheldon High School, experienced the full effects of white flight to the suburbs and to magnet school competitors starting in the early 1980s. Sheldon saw its racial balance and intake of students with special needs shift dramatically as a result. The largely white teaching staff felt frustrated in the face of these changes and shut out of important school decisions.

- As an outlet for their frustrations and leadership impulses, teachers turned increasingly to their union. As the union became more assertive, the district responded by appointing a succession of autocratic leaders--each one chosen with the idea that he could "stand up" to the union. The resulting standoff led to the school's almost complete inability to respond effectively to its changing student population. Teachers decried lack of disciplinary support from the principal's office and refused to change their own traditional practices.  (Hargreaves & Fink, 2004)

# Justice

- Sustainable leadership is socially just.
- It actively improves the surrounding environment by finding ways to share knowledge and resources with neighboring schools and the local community.
- All students and schools benefit
- Not a few at the expense of the rest

# Justice…An illustrative example

- Blue Mountain High School took great care not to raid all the best teachers, leaders, and students from nearby schools. In consultation with the school district and other high school principals, its principal operated a quota system so the school would not draw disproportionately from any one school or age group of teachers in the district. By attending to the needs of other schools, the principal not only exercised responsibility for social justice but also avoided inviting envy and resentment from neighboring schools.

- By comparison, the one magnet school, Barrett High School, prospered at the expense of its neighbors. The urban school was developed in the late 1980s to stem the tide of white flight out of the city by pursuing high standards and selecting appropriate students and teachers from other schools in the district. U.S. News described the school as one of the top 150 high schools in the United States. Some of the school's high-achieving students were drawn from a neighboring school. Once called the "jewel of the district," this second school now described itself ironically as the "special education magnet"--with low attendance, high violence rates, and a standardized curriculum that robbed teachers of their social mission and professional discretion. By concentrating excellence in specialized pockets, the district created a system of high standards, authentic learning, and flexible teaching for the more-privileged magnet schools and their teachers--but allotted soulless standardization to the rest.  (Hargreaves & fink, 2004)

# Diversity

- Sustainable leadership recognizes and cultivates many kinds of excellence in learning, teaching, and leading.
- It provides the networks for sharing excellence.
- Standardization is the enemy of sustainability.

# Diversity…An illustrative example

- State exams have obliged Durant Alternative School to standardize its teaching and student assessments, turning school-developed history courses that once engaged students of diverse backgrounds into the abstract memory work of World History 1 and 2. Instead of building shared improvement, two principals in these innovative schools have found themselves having to force through implementation. When these once-loved leaders tried to "talk up" the questionable change agendas, many teachers felt that they had sold their schools and their souls to the district or state. (Hargreaves & Fink, 2004)

# Resourceful

- Sustainable leadership develops and does not deplete material and human resources.

- It provides intrinsic rewards and extrinsic incentives to attract and retain the best and brightest.

- It provides for networking, learning and supporting on another.

- It is thrifty without being cheap

- It develops talents of all rather than a few "stars".

- It takes care of its leaders and encourages its leaders to take care of themselves.

# Resourceful…An illustrative example

- In the past few years, Durant's courageous new principal has activated his personal and professional networks and forged strategic alliances with the community in a tireless campaign to preserve the school's mission. He has written articles for local and state newspapers, appeared on radio and television programs, and supported students and parents who, in a symbolic gesture, protested in straitjackets outside the district offices. He organized conferences on the adverse effects of high-stakes testing and worked assiduously with his allies throughout the state to push for a request for group variance from the state tests, receiving for his efforts a temporary exclusion from state policy. Durant's story shows that, especially in an unhelpful environment, sustainable leadership must have an activist dimension.

- Principal Charmaine Watson had built the foundation for a collaborative learning community at Talisman Park High School, but she was suddenly transferred after three years to another school. She left grieving for the work that she still needed to do. She took the same inspirational drive and commitment to building community to her next school, but in the new context of resource reductions and unrealistic implementation timelines, the system no longer supported collaboration. So Watson was now reduced to "modeling optimism" (Blackmore, 1996). The emotional strain of trying to remain positive in depressing times eventually took its toll, and after months of stress, she retired early.  (Hargreaves & Fink, 2004)

# Conservation

- Sustainable leadership respects and builds on the past to create a better future.
- A rearview mirror as well as a driver's windshield

# Conservation…An illustrative example

- At Matthews Middle School, the school leadership team:
    - Organized an annual retreat to review and renew the school's vision and reinvigorate its values.
    - Audited the school's collective memory by drawing a timeline and asking everyone to place their names along it when they came to Matthews Middle School as well as for stories about creative innovations over their time there.
    - Complied an asset inventory of the skills, knowledge, and resources of everyone at Matthews.
    - Abandoned the weekly faculty meeting structure to go to a weekly team meeting structure with monthly faculty meetings.
    - Established and continues to maintain a mentor program for teachers.
    - Keeps a comprehensive school archive.

# A final thought…

*"The test of a good coach is that when they leave, others will carry on successfully."*
                                    *-Author Unknown*

# Or two

*"You must maintain unwavering faith that you can and will prevail in the end, regardless of the difficulties, AND at the same time, have the discipline to confront the most brutal facts of your current reality, whatever they might be."*
       *-Jim Collins*

*(<u>Good to Great: Why Some Companies Make the Leap... and Others Don't</u>, p. 13)*

# Resources

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